

## APPENDICES

### Appendix 1 Research Permit



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI  
**UNIVERSITAS PENDIDIKAN GANESHA**

FAKULTAS BAHASA DAN SENI  
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116  
Telepon (0362) 21541 Fax. (0362) 27561  
Laman: fbs.undiksha.ac.id

Nomor : 2868/UN48.7.1/DT/2023

12 September 2023

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMPN 1 SUKASADA  
di Sukasada, Buleleng

Dalam rangka pengumpulan data untuk menyelesaikan Melakukan Penelitian Terhadap Guru dan Siswa tentang penerapan Kurikulum Merdeka atau MBKM serta seperti apa Assessment yang dilakukan, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : PUTU GALIH PRADANA WIBIARSANA  
NIM : 2012021085  
Jurusan : Bahasa Asing  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang : S1  
Tahun Akademik : 2023/2024

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,  
Wakil Dekan I,



*[Handwritten Signature]*  
N/ Luh Putu Eka Sulistia Dewi  
NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kooprod. Pendidikan Bahasa Inggris

## Appendix 2 Guiding Theory for Preliminary Observation

Num	Theory	Items
1	<p>In 2019, the Indonesian Minister of Education initiated a new curriculum as a refinement of the previous 2013 curriculum. This curriculum is called the Independent Curriculum. Schools are starting to plan to implement the Curriculum. The Merdeka Curriculum is a curriculum with varied intracurricular learning, the content is more optimal so that students have sufficient time to deepen concepts and strengthen skills. Merdeka Curriculum also frees teachers to choose different learning tools so that teaching can be tailored to student's learning needs and interests (Khoirurrijal et al., 2022).</p>	1
2	<p>Teachers must be able to plan a systematic and comprehensive lesson plan that consists of learning objectives, indicators, learning phases, learning materials, learning environments, learning methods, learning environments, and assessments that are in accordance with the curriculum so that the learning process becomes effective (Hutagaol, 2018).</p>	2
3	<p>21st-century learning more emphasis on students' activeness in learning or student-centered learning. 21st-century learning is oriented toward activities to train students' skills by directing the learning process (Mardhiyah et al., 2021). In the Merdeka Curriculum, teachers only become facilitators, mentors or trainers in project-based active learning activities (Arifa, 2022). Project-based learning, problem-based learning, and discovery-based learning are learning methods used in 21st century learning (Haryati, 2017).</p>	3
4	<p>Teaching modules are a number of communication tools, methods, guides and tutorials that are designed systematically and interestingly. The teaching module is an implementation of the flow of learning objectives developed from learning outcomes targeting the Pancasila student profile. Teaching modules are structured according to student development stages, taking into account what will be learned with learning objectives and based on long-term development (Primayana, 2022).</p>	4

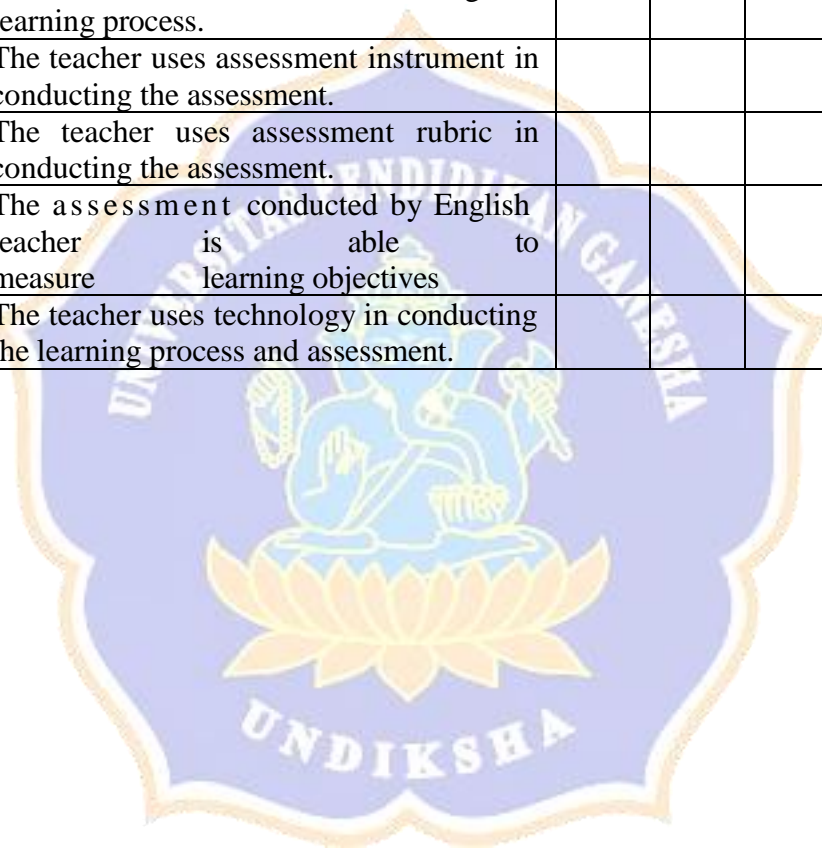
5	A lesson plan writes down how students will move toward achieving a specific goal. In English subjects, the objectives of an effective lesson plan explain what students can do in terms of behavior, use of the foreign language, and observation (Shrum and Glisan, 2002). Lesson plans can be said to be procedures and management of learning to achieve one or more basic competencies which are regulated in competency standards and enlarged in the syllabus. The lesson plan contains learning objectives, methods, indicators and materials (Maulani, 2019).	5
6	Assessment has a meaning to give appraise about skills, knowledge, attitude, and result that achieve or acquire by the student (Barkley & Major, 2016). Assessment is the process of collecting and discussing information from a variety of sources and activities to develop a deep understanding of what students know, understand, and can do with their knowledge through educational experiences (Tontus, 2020)	6, 7
7	There are two types of assessment that can be used or applied by educators to measure students' ability levels, namely formative assessment and summative assessment (Anggraena et al., 2022)	8
8	Permendikbud No. 104 Tahun 2014 explains that authentic assessment is a form of assessment that requires students to display attitudes, use knowledge and skills obtained from learning in carrying out tasks in real situations. Merdeka curriculum also requires teachers to use authentic assessment during learning to provide appropriate learning which focuses on a continuous process, (Yulianto, 2022).	9
9	Feedback assists teachers and students in gaining additional insight and capabilities, as well as developing competence and minimizing errors (Adarkwah, 2021).	10
10	Payne stated that the assessment instrument is considered to be good if it meets several criteria, namely (1) relevant in data collection in accordance with the purpose of the assessment, (2) there is balance of proportions of measurement multidimensionally, (3) it can be used efficiently, (4) objectivity in scoring, (5) consistency of measurement, (6) describing honesty (not biased), (7) specifically measuring aspects being studied, (8) describing the level of difficulty addressed by the skills, knowledge, and abilities of assessed individuals, (9) can distinguish individual ability levels, and (10) do not measure	11

	individuals' speed. An assessment tool for describing the expectations of a task is a rubric (Chowdhury, 2019). The rubric is used to describe learning standards, guidelines, goals that students must obtain after learning. This makes it easier for the teacher to do the assessment (Aeni & Suwarno, 2021)	
11	An assessment tool for describing the expectations of a task is a rubric (Chowdhury, 2019). The rubric is used to describe learning standards, guidelines, goals that students must obtain after learning. This makes it easier for the teacher to do the assessment (Aeni & Suwarno, 2021).	12
12	In conducting assessments, teachers must understand how assessments are conducted, what types of assessments answer what questions, and how data from assessments can be used to help teachers, students, parents, and other stakeholders make decisions about the teaching and learning process. Characteristics of good assessment contain content validity, reliability, reasonableness, student involvement and motivation, consequential relevance, and level of difficulty (Febriani, Rahmi Dwi , Yusuf, 2022).	13
13	Merdeka Curriculum is designed to be more adaptable to student needs which places great emphasis on student-centered learning and the wise use of technology in learning (Zidan, 2023). The role of educational technology in the independent learning perspective in the 4.0 era is very influential in terms of providing convenience in implementing the independent learning program in real terms, not only in planning and processes but at the management, utilization, development and assessment stages (Widiyono & Millati, 2021).	14

### Appendix 3 Observation Sheet for Preliminary Observation

Num	Observation	Yes	No	Notes
1	The 7 <sup>th</sup> grade has implemented the Merdeka Curriculum.			
2	The English lesson plan is designed in accordance with the demands of the curriculum and syllabus.			
3	The English learning process in the 7 <sup>th</sup> grade uses 21 <sup>st</sup> century learning method.			
4	The teacher uses modules or books in the			

	English learning process.			
5	The learning process is in accordance with the lesson plan and syllabus.			
6	The teacher conducts an assessment in the teaching and learning process.			
7	The assessment that has been conducted in accordance with the Merdeka Curriculum.			
8	The implementation of the assessment in class uses a certain method.			
9	The teacher uses authentic assessment in the learning/teaching process.			
10	The teacher provides comments or feedbacks to students in the teaching and learning process.			
11	The teacher uses assessment instrument in conducting the assessment.			
12	The teacher uses assessment rubric in conducting the assessment.			
13	The assessment conducted by English teacher is able to measure learning objectives			
14	The teacher uses technology in conducting the learning process and assessment.			



#### Appendix 4. Guiding Theory for Teacher Interview

Num	Theory	Items
1	The development of soft skills and student character is carried out with a project from the government called the Project to Strengthen the Pancasila Student Profile. This project is a co-curricular activity in order to strengthen the character and competence of students in accordance with Pancasila values.	1
2	Merdeka Curriculum provides flexibility for educators to adjust and choose various learning tools and media to optimize learning and create quality learning tailored to students' needs.	2
3	According to Adam (2004), a learning outcome is a written statement of what the learners are expected to be able to do and achieve at the end of the course. Learning outcomes can be seen as a tool for educational, instructional and curriculum purposes or a tool for accountability purposes (Prøitz, 2010).	3
4	Learning objectives are guiding tools that help the students to achieve the desired results or goals of the course. Learning objectives also help the teachers the way they teach or conduct the lesson and make the students aware of what they will achieve at the end of the course (Mahajan & Singh, 2017).	4
5	Teaching modules are a number of communication tools, methods, guides and tutorials that are designed systematically and interestingly. The teaching module is an implementation of the flow of learning objectives developed from learning outcomes targeting the Pancasila student profile. Teaching modules are structured according to student development stages, taking into account what will be learned with learning objectives and based on long-term development (Primayana, 2022).	5
6	In the Kurikulum Merdeka the realization of students involved can be seen or observed through project-based learning processes and the use of authentic assessment (Rizki and Fahkruniza, 2022). In the Merdeka Curriculum, teachers only become facilitators, mentors or trainers in project-based active learning activities (Arifa, 2022). Project-based learning, problem-based learning, and discovery-based learning are learning methods used in 21st century learning (Haryati, 2017).	6,7

7	There are two types of assessment that can be used or applied by educators to measure students' ability levels, namely formative assessment and summative assessment (Anggraena et al., 2022)	8,9
8	Permendikbud No. 104 Tahun 2014 explains that authentic assessment is a form of assessment that requires students to display attitudes, use knowledge and skills obtained from learning in carrying out tasks in real situations. Merdeka curriculum also requires teachers to use authentic assessment during learning to provide appropriate learning which focuses on a continuous process, (Yulianto, 2022).	10
9	Teachers' lack of understanding of the format of authentic assessment creates difficulties for teachers in implementing authentic assessment (Arsita & Farhoni, 2022). In addition, the lack of time and the large number of students to be assessed make it difficult for teachers to complete their assessments (Rosidah, Pramulia, & Susiloningsih, 2021).	11
10	In the Kurikulum Merdeka the realization of students involved can be seen or observed through project based learning processes and the use of authentic assessment (Rizki and Fahkruniza, 2022). By using an authentic assessment, teachers can examine students' knowledge and abilities and encourage students to apply what they have learned in real terms (Nguyen & Phan, 2020).	12
11	An assessment tool for describing the expectations of a task is a rubric (Chowdhury, 2019). The rubric is used to describe learning standards, guidelines, goals that students must obtain after learning. This makes it easier for the teacher to do the assessment (Aeni & Suwarno, 2021).	13
12	Through feedback, the teacher receives new information that can be used to develop skills and minimize mistakes (Adarkwah, 2021). Feedback is an important tool for improving students' skills (Heinze and Reiss, 2016).	14, 15
13	Merdeka Curriculum is designed to be more adaptable to student needs which places great emphasis on student-centered learning and the wise use of technology in learning (Zidan, 2023)	16

## Appendix 5. Teacher Interview Guide

No.	Questions	Responses
1	What are the characteristics of 7th-grade English learners?	
2	What are students' needs in learning English?	
3	What competencies do students need to achieve English learning outcomes?	
4	What English learning objectives are designed by the teacher to achieve Learning Outcomes?	
5	What modules, books, or resources are used in the English learning process in class?	
6	Do you use the 21st-century learning methods recommended in the Independent Curriculum, such as problem-based learning, project-based learning, and discovery-based learning in the teaching and learning process?	
7	How is the teaching and learning process in the classroom using 21st-century learning methods?	
8	What assessment methods do you often use in the teaching and learning process in class?	
9	How is the assessment process that you do in the teaching and learning process?	
10	Do you use authentic assessments (journals, projects, observations, etc.) in the teaching and learning process? How?	
11	What are the obstacles experienced during the use of authentic assessment?	
12	What are the stages of scoring student assessment results?	
13	What assessment instruments are used to conduct the assessment?	
14	Do you provide comments or feedback to students in the teaching and learning process? If yes, how?	
15	Do you think the feedback can measure students' abilities and improve their abilities and understanding?	
16	Do you use technology to carry out assessments? If yes, how?	



## Appendix 6. Guiding Theory for Student Interview

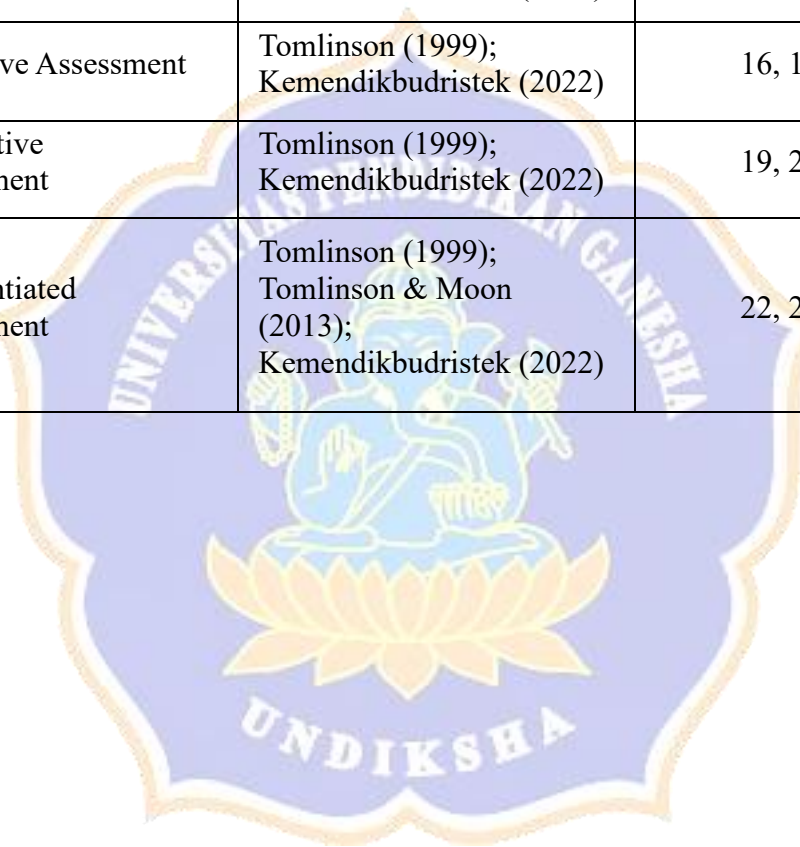
Num	Theory	Items
1	The role of educational technology in the independent learning perspective in the 4.0 era is very influential in terms of providing convenience in implementing the independent learning program in real terms, not only in planning and processes but at the management, utilization, development and assessment stages (Widiyono & Millati, 2021).	1,2
2	Permendikbud No. 104 Tahun 2014 explains that authentic assessment is a form of assessment that requires students to display attitudes and use knowledge and skills obtained from learning in carrying out tasks in real situations. Merdeka curriculum also requires teachers to use authentic assessment during learning to provide appropriate learning, which focuses on a continuous process (Yulianto, 2022). In the Kurikulum Merdeka, the realization of students involved can be seen or observed through project-based learning processes and the use of authentic assessment (Rizki & Fahkruniza, 2022). By using an authentic assessment, teachers can examine students' knowledge and abilities and encourage students to apply what they have learned realistically (Nguyen & Phan, 2020).	3, 4, 5, 6
3	Through feedback, the teacher receives new information that can be used to develop skills and minimize mistakes (Adarkwah, 2021). Feedback is an important tool for improving students' skills (Heinze and Reiss, 2016).	7, 8
4	The returned result of students' assessment must include clear information on student's weaknesses and strengths ((Hamalik (2007), as cited in Nurhayati, (2016)).	9
5	Feedback is a useful educational strategy applied to improve students' psychological and physical learning outcomes. Combined with negative feedback, positive feedback will improve students' learning skills and create a more effective and motivating learning atmosphere (Ani, 2019).	10

## Appendix 7. Student Interview Guide

No.	Question	Response
1	Apakah guru Bahasa Inggris sering memanfaatkan teknologi (smartphone, laptop, dll) dalam proses pembelajaran dan asesmen?	
2	Apakah guru Bahasa Inggris sering menggunakan platform online (google classroom, Edmodo, Kahoot, etc) dalam proses pembelajaran asesmen?	
3	Apakah guru Bahasa Inggris sering memberikan tugas proyek kepada siswa untuk menunjang kemampuan berpikir kritis siswa? Jika iya, Project apa yang biasanya diberikan oleh guru Bahasa Inggris?	
4	Apakah guru Bahasa Inggris sering mengadakan kegiatan diskusi secara berkelompok di kelas untuk menunjang kolaborasi?	
5	Apakah guru Bahasa Inggris sering mengadakan sesi tanya jawab selama proses pembelajaran di kelas?	
6	Bagaimana cara guru Bahasa Inggris melakukan penilaian di kelas?	
7	Apakah guru Bahasa Inggris pernah memberikan umpan balik kepada siswa secara langsung dalam proses pembelajaran?	
8	Apakah guru Bahasa Inggris pernah mengembalikan hasil pekerjaan siswa baik tugas ataupun ulangan?	
9	Apakah guru Bahasa Inggris pernah feedback, kritik, maupun saran secara tertulis pada hasil kerja siswa?	
10	Apakah feedback yang diberikan oleh guru dapat bermanfaat bagi siswa untuk meningkatkan capaian pembelajaran siswa?	

### Appendix 8. Blueprint of Questions for Teacher Interview

<b>Dimension</b>	<b>Adapted/Adopted From</b>	<b>Number of Questions</b>
Emancipated Curriculum	Kemendikbudristek (2022)	1, 2, 3
Assessment	Kemendikbudristek (2022)	4, 5, 6, 7
Learning Method	Kemendikbudristek (2022);	8, 9, 10, 11, 12
Diagnostic Assessment	Tomlinson (1999); Kemendikbudristek (2022)	13, 14, 15
Formative Assessment	Tomlinson (1999); Kemendikbudristek (2022)	16, 17, 18
Summative Assessment	Tomlinson (1999); Kemendikbudristek (2022)	19, 20, 21
Differentiated Assessment	Tomlinson (1999); Tomlinson & Moon (2013); Kemendikbudristek (2022)	22, 23, 24

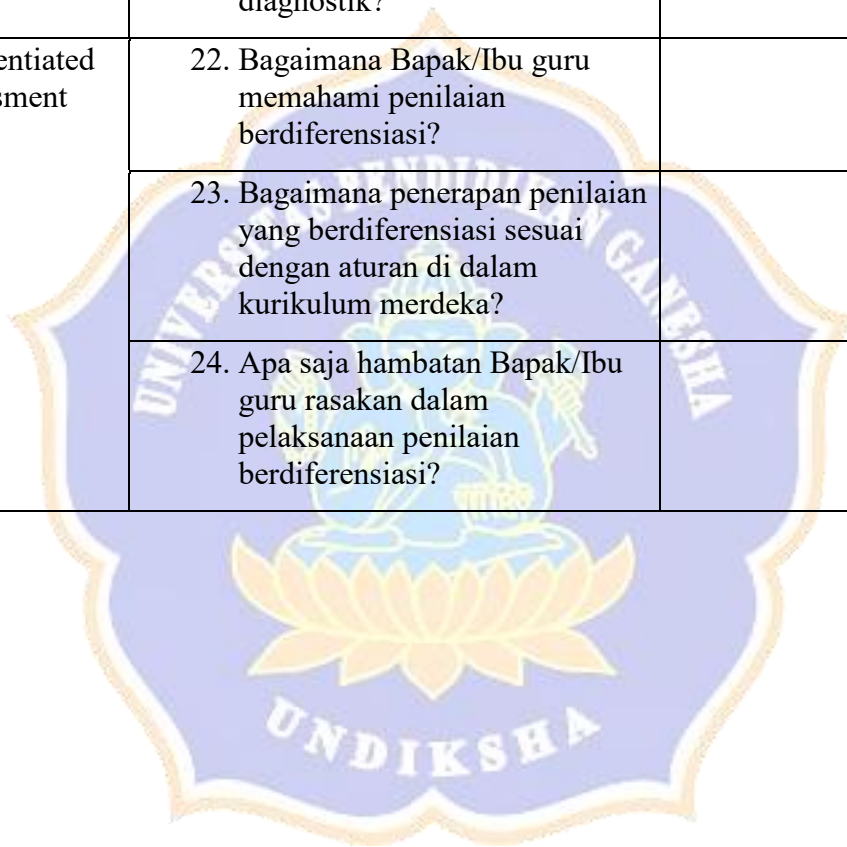


### Appendix 9. Teacher Interview Guide for Need Analysis

Dimension	Number of Questions	Responses
Emancipated Curriculum	1. Bagaimana sekolah menerapkan Kurikulum Merdeka?	
	2. Bagaimana penerapan kurikulum merdeka di sekolah khususnya pada kelas 7, 8, dan 9?	
	3. Bagaimana Bapak/Ibu guru melakukan assessment yang disesuaikan dengan Kurikulum Merdeka?	
Assessment	4. Bagaimana Bapak/Ibu guru menerapkan proses penilaian diagnostik sesuai dengan yang ditetapkan kurikulum merdeka?	
	5. Bagaimana Bapak/Ibu guru menerapkan proses penilaian formatif sesuai dengan yang ditetapkan kurikulum merdeka?	
	6. Bagaimana Bapak/Ibu guru menerapkan proses penilaian sumatif sesuai dengan yang ditetapkan kurikulum merdeka?	
	7. Bagaimana umpan balik diberikan oleh Bapak/Ibu guru kepada siswa?	
Learning Method	8. Bagaimana penggunaan metode pembelajaran dalam kegiatan pembelajaran?	
	9. Bagaimana penerapan metode Problem-Based learning diterapkan dalam proses pembelajaran?	
	10. Bagaimana penerapan metode Project-Based learning	

	diterapkan dalam proses pembelajaran?	
	11. Bagaimana penerapan metode Discovery-Based learning diterapkan dalam proses pembelajaran?	
	12. Bagaimana guru menyesuaikan metode pembelajaran dengan teknik penilaian?	
Diagnostic Assessment	13. Bagaimana Bapak/Ibu guru melakukan penilaian diagnostic di awal pembelajaran untuk menentukan proses pembelajaran kedepannya?	
	14. Bagaimana Bapak/Ibu menentukan kriteria penilaian diagnostik di awal pembelajaran?	
	15. Bagaimana Bapak/Ibu guru melakukan refleksi dan evaluasi pembelajaran dengan menggunakan penilaian diagnostik?	
Formative Assessment	16. Bagaimana Bapak/Ibu guru telah melakukan penilaian formatif pada proses pembelajaran?	
	17. Bagaimana Bapak/Ibu menentukan kriteria penilaian diagnostik di awal pembelajaran?	
	18. Bagaimana Bapak/Ibu guru melakukan refleksi dan evaluasi pembelajaran dengan menggunakan penilaian formative seperti penilaian diri sendiri dan penilaian antar teman?	

Summative Assessment	19. Bagaimana Bapak/Ibu guru melakukan penilaian sumatif pada akhir pembelajaran?	
	20. Bagaimana Bapak/Ibu menentukan kriteria penilaian diagnostik di awal pembelajaran?	
	21. Bagaimana Bapak/Ibu guru melakukan refleksi dan evaluasi pembelajaran dengan menggunakan penilaian diagnostik?	
Differentiated Assessment	22. Bagaimana Bapak/Ibu guru memahami penilaian berdiferensiasi?	
	23. Bagaimana penerapan penilaian yang berdiferensiasi sesuai dengan aturan di dalam kurikulum merdeka?	
	24. Apa saja hambatan Bapak/Ibu guru rasakan dalam pelaksanaan penilaian berdiferensiasi?	



**Appendix 10. Blueprint of Questions for Students Questionnaire**

<b>Dimension</b>	<b>Adapted/Adopted From</b>	<b>Number of Questions</b>
Learning Method	Kemendikbudristek (2022);	1,2,3,4,5,6
Learning Style	Fleming (2001)	7,8,9,10,11,12,13,14,15, 16,17



## Appendix 11. Student Questionnaire Sheet



### KUISIONER SISWA METODE BELAJAR DAN GAYA BELAJAR SISWA KELAS VII PADA KURIKULUM MERDEKA

#### Petunjuk Pengisian Kuisisioner:

- Pada bagian A (Metode Belajar), pilihlah salah satu antara Ya/Tidak sesuai dengan Pembelajaran Bahasa Inggris di kelas dengan memberi tanda centang (✓) pada kolom.
- Pada bagian B (Gaya Belajar Siswa), pilihlah salah satu pernyataan yang mendekati diri anda dengan memberi tanda centang (✓) pada salah satu lingkaran (○).
- Tidak ada pilihan benar atau salah.

#### A. METODE BELAJAR

##### Dimensi: Learning Method

No	Pernyataan	Ya	Tidak
1	Apa guru pernah mengajak siswa untuk berdiskusi dan/atau belajar kelompok di dalam kelas?		
2	Apa siswa lebih menikmati berdiskusi dan/atau belajar secara kelompok?		
3	Apa siswa lebih menikmati belajar secara mandiri?		
4	Apa guru pernah mengajak siswa membuat proyek berkelompok dan/atau mandiri di dalam kelas?		
5	Apa siswa lebih menikmati membuat proyek secara berkelompok?		
6	Apa siswa lebih menikmati membuat proyek secara mandiri?		

#### B. GAYA BELAJAR SISWA

##### Dimensi: Learning Style

1. Saya ingin pergi ke bioskop namun saya tidak tahu jalan menuju bioskop. Maka, saya akan:



- Mencari tahu sendiri dengan tempat yang saya tahu dan dekat dengan bioskop.
  - Menanyakan arah ke bioskop kepada teman.
  - Menulis arah ke bioskop di kertas/hp untuk mengingat arah ke bioskop.
  - Menggunakan google maps.
2. Saya ingin merakit mainan robot, namun saya tidak tahu bagaimana untuk merakitnya, sehingga saya:
- Langsung merakit mainan robot sambil menonton video Youtube untuk merakitnya.
  - Berdiskusi dengan teman untuk merakit mainan robot.
  - Membaca instruksi untuk membuat mainan robot.
  - Langsung merakit mainan robot.
3. Saya lebih suka guru mengajar dengan cara:
- Guru memperagakan materi dan lebih banyak latihan.
  - Guru lebih banyak menjelaskan dan melakukan tanya jawab.
  - Guru memberikan buku untuk dibaca.
  - Guru menampilkan gambar-gambar tentang materi.
4. Saya ingin liburan ke Jakarta, sebelum berangkat saya ingin mempelajari Jakarta. Saya belajar melalui:
- Menonton video tentang Jakarta.
  - Menggunakan atlas melihat letak Jakarta.
  - Membaca buku tentang Jakarta.
  - Berbicara tentang Jakarta dengan teman.
5. Ketika belajar membuat origami saya lebih suka untuk:
- Membuat origami secara langsung sambil menonton youtube.
  - Berdiskusi dengan teman yang sudah bisa.
  - Belajar dengan kertas tutorial yang ada di bungkus origami.
  - Buku tentang origami.
6. Guru mengajar menggunakan aplikasi Canva. Guru menjelaskan materi di aplikasi Canva, sambil memperagakan materi didepan kelas. Saya belajar

mudah mengerti melalui:

- Melihat gambar yang ada di aplikasi Canva.
- Mendengarkan penjelasan guru.
- Membaca tulisan di aplikasi Canva.
- Memperhatikan guru saat memperagakan materi.

7. Ketika saya belajar untuk bermain sepak bola, saya akan:

- Berdiskusi tentang cara bermain sepak bola dengan teman.
- Menonton pertandingan sepak bola.
- Bermain sepak bola bersama teman.
- Membaca buku tentang sepak bola.

8. Saya ingin belajar menggambar, saya akan:

- Menonton teman saya ketika mereka menggambar.
- Mendengarkan penjelasan dari teman cara untuk menggambar.
- Langsung menggambar bersama dengan teman.
- Membaca informasi cara menggambar.

9. Ketika saya belajar menggunakan chromebook, saya lebih suka:

- Menonton video cara menggunakan chromebook.
- Membaca buku panduan cara menggunakan chromebook.
- Mendengarkan penjelasan teman yang sudah bisa menggunakan chromebook.
- Mulai mencoba sendiri untuk menggunakan chromebook tersebut.

10. Saya ingin belajar untuk menabung di celengan, saya akan memulainya dengan:

- Membuat tabel sesuai waktu dan jumlah yang saya inginkan, lalu menandainya jika saya sudah menabung.
- Membaca informasi mengenai cara menabung di internet.
- Bertanya dengan teman yang sudah pernah menabung.
- Langsung menyimpan uang di celengan.

11. Saya ingin belajar menggunakan kamera, maka saya akan:

- Meminta bantuan teman untuk diperagakan cara menggunakan kamera.
  - Bertanya bagaimana cara menggunakan kamera.
  - Membaca buku panduan menggunakan kamera.
  - Menulis cara menggunakan kamera di buku catatan.
12. Hari senin depan saya ada ulangan harian, saya akan belajar dengan cara:
- Memperagakan contoh-contoh mengenai materi yang saya pelajari.
  - Membaca buku lalu mengingat materi yang saya baca.
  - Melihat gambar-gambar yang sesuai dengan materi.
  - Mengajak teman untuk berdiskusi.



## Appendix 12. 7th-Grade Learning Objective Flow (ATP)

*Alur Dan Tujuan Pembelajaran (ATP) Kurikulum Merdeka*



### **ALUR DAN TUJUAN PEMBELAJARAN (ATP) KURIKULUM MERDEKA**

**Nama penyusun** : Komang Sri Wahyuni, S.Pd.  
**Nama Sekolah** : SMP N 1 SUKASADA  
**Mata pelajaran** : Bahasa Inggris  
**Fase D, Kelas / Semester** : VII (Tujuh) / I (Ganjil) & II (Genap)

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## **ALUR DAN TUJUAN PEMBELAJARAN (ATP) BAHASA INGGRIS FASE D KELAS VII**

<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Satuan Pendidikan</b>	<b>: SMP</b>
<b>Fase / Kelas</b>	<b>: D / VII</b>
<b>Nama penyusun</b>	<b>: Komang Sri Wahayuni, S.Pd.</b>

### **A. Pengantar**

Alur dan tujuan pembelajaran ini memuat peta jalur pembelajaran Bahasa Inggris pada fase D yang merupakan turunan dari capaian pembelajaran (CP) yang sudah ditetapkan. Alur dan tujuan ini memuat enam keterampilan berbahasa yaitu menyimak - berbicara, membaca - memirska, dan menulis - mempresentasi. Setiap keterampilan berbahasa tersebut memiliki capaian tertentu yang kesemuanya mengerucut pada tujuan akhir yakni kemampuan berinteraksi dan berkomunikasi dalam Bahasa Inggris. Kemudian, pada fase ini dibagi kedalam tiga tingkatan kelas yakni 7, 8, dan 9. Setiap tingkatan tersebut memiliki kedalaman dan keluasan konteks materi yang berbeda, dalam hal ini disebut sebagai lingkup keluarga dan kelas untuk kelas 7, lingkup kehidupan remaja untuk kelas 8, dan lingkup global untuk kelas 9.

Alur dan tujuan pembelajaran ini juga dilengkapi dengan penjelasan singkat di setiap tujuannya. Hal ini dimaksudkan untuk membantu mendekatkan konsep pembelajaran yang diharapkan. Alur dan tujuan pembelajaran ini tidak bersifat kaku dan mengikat, guru diberikan keleluasaan untuk mengembangkannya sesuai dengan kondisi dan kebutuhan kelas yang diajar. Oleh karena itu, jenis kegiatan yang dicantumkan pada bagian penjelasan singkat adalah bukan sebagai suatu hal yang wajib untuk diterapkan oleh guru, melainkan sebagai bantuan pilihan yang dapat diterapkan.

Alur dan tujuan pembelajaran ini disusun dengan format tabel dan diberikan penomoran di setiap tujuan pembelajaran untuk memudahkan kodefikasi dan penelaahan. Pada setiap bagiannya memuat *tujuan pembelajaran, perkiraan jam pelajaran, kata frasa/kunci, topik/konten, glosarium, dan penjelasan singkat*. Kesemua hal tersebut ditujukan untuk membantu guru mengembangkan ide-ide pembelajaran yang akan diterapkan di kelas.

### **B. Rasional Mata Pelajaran Bahasa Inggris**

Alur dan tujuan pembelajaran ini disusun berdasarkan pendekatan berbasis *genre*. Pendekatan tersebut sejalan dengan tujuan pembelajaran bahasa secara umum yakni untuk berkomunikasi, yang pada prosesnya tidak sekedar menekankan pada permasalahan *grammatical* semata, melainkan lebih kepada memberikan kesempatan nyata kepada siswa untuk memahami tentang bagaimana bahasa itu dibangun dan bagaimana bahasa tersebut digunakan dalam berbagai konteks sosial.

### **C. Capaian Pembelajaran Fase D**

Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa

kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.

**Capaian Berdasarkan Elemen.**

<b>Elemen Menyimak – Berbicara</b>
<p>Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.</p> <p><i>By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses</i></p>
<b>Elemen Membaca – Memirsa</b>
<p>Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.</p> <p><i>By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.</i></p>
<b>Elemen Menulis – Mempresentasikan</b>
<p>Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.</p> <p><i>By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link</i></p>

*ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.*

**ALUR DAN TUJUAN PEMBELAJARAN DALAM RANGKA PENGEMBANGAN PERANGKAT AJAR (BAHASA INGGRIS FASE D KELAS VII)**

<b>Chapter 1. Asking and Giving information about Identity Someone</b>	
Alur Tujuan Pembelajaran	Peserta didik mampu memperkenalkan diri dan orang lain
Perkiraan Jumlah JP	20 JP
Kata Frasa/Kunci	Memperkenalkan diri dan orang lain
Topik/Konten Inti	<b>Galang from Kalimantan</b> Talking about Introducing Yourself and others and Greetings & saying goodbye
Penjelasan Singkat	Fokus pembelajaran adalah tentang memperkenalkan diri dan orang lain.
Glosarium	<p><b>Section 2.c</b></p> <p>origin = <i>asal</i>                      address = <i>alamat</i>                      age = <i>umur</i>                      siblings = <i>saudara kandung</i></p> <p><b>Section 3.b</b></p> <p>“I have .... sister(s)/brother(s)” = “<i>Saya mempunyai ... (saudara perempuan/saudara laki-laki)</i>”</p> <p><b>Section 4.a</b></p> <p>enjoy = <i>senang/menikmati</i>                      live = <i>tinggal</i>                      first day = <i>hari pertama</i>                      fishing = <i>memancing</i>                      mobile gaming = <i>bermain game di ponsel</i>                      by the way = <i>omong-omong</i></p> <p><b>Section 5.a</b></p> <p>identity = <i>identitas</i>                      “Where do you come from?” = “<i>Dari mana kamu berasal?</i>”</p>

*Alur Dan Tujuan Pembelajaran (ATP) Kurikulum Merdeka*

	<p>“What do you like doing in your free time?” = “<i>Apa yang kamu suka lakukan di waktu luangmu?</i>”</p> <p>“How many siblings do you have?” = “<i>Berapa banyak saudara yang kamu punya?</i>”</p> <p>“How many brothers and sisters do you have?” = “<i>Berapa banyak saudara laki laki dan saudara perempuan yang kamu punya?</i>”</p> <p>“I’m an only child” = “<i>Saya anak tunggal</i>”</p> <p><b>Section 6.a</b></p> <p>before = <i>sebelum</i></p> <p>classmate = <i>teman sekelas</i></p> <p>“I also love drawing manga” = “<i>Saya juga suka menggambar manga</i>”</p> <p>“Cool! I love manga but I can’t draw” = “<i>Hebat! Saya suka manga tetapi saya tidak bisa menggambar.</i>”</p> <p>The more, the merrier = <i>Semakin banyak, semakin meriah</i></p> <p>“I’ve got to find my seat. See you later, Guys” = “<i>Saya harus menemukan tempat dudukku. Sampai nanti, Teman-Teman</i>”</p> <p><b>Section 2.c</b></p> <p>Good morning = <i>Selamat pagi</i></p> <p>Good afternoon = <i>Selamat siang</i></p> <p>Good evening = <i>Selamat sore</i></p> <p><b>Section 3.b</b></p> <p>cycling = <i>bersepeda</i></p> <p>playing badminton = <i>bermain badminton</i></p>
<b>Chapter 2. Descriptive Text</b>	
Alur Tujuan Pembelajaran	Peserta didik mampu menggambarkan ciri-ciri fisik dan kepribadian orang
Perkiraan Jumlah JP	22 JP
Kata Frasa/Kunci	Menggambarkan ciri-ciri fisik dan kepribadian orang
Topik/Konten Inti	<b>Galang and Friends</b> Talking about Describing people.
Penjelasan Singkat	Fokus pembelajaran adalah tentang menggambarkan ciri-ciri fisik dan kepribadian orang.
Glosarium	<b>Section 2.a</b> physical features = <i>ciri-ciri fisik</i>



*Alur Dan Tujuan Pembelajaran (ATP) Kurikulum Merdeka*

	<p>personality traits = <i>ciri-ciri kepribadian</i></p> <p>friendly = <i>ramah</i></p> <p>cheerful = <i>ceria</i></p> <p>honest = <i>jujur</i></p> <p><b>Section 2.b</b></p> <p><i>tanned skin = kulit sawo matang</i></p> <p><b>Section 3.a</b></p> <p>tall = <i>tinggi</i></p> <p>curly = <i>keriting</i></p> <p>long = <i>panjang</i></p> <p>wavy = <i>ikal</i></p> <p>hijab = <i>kerudung</i></p> <p>skinny = <i>kurus</i></p> <p>chubby = <i>gemuk</i></p> <p>short = <i>pendek</i></p> <p>straight = <i>lurus</i></p> <p><b>Section 3.b</b></p> <p>standing = <i>berdiri</i></p> <p>sewing = <i>menjahit</i></p> <p>sitting = <i>duduk</i></p> <p>wear = <i>menggunakan</i></p> <p>far = <i>jauh</i></p> <p>left = <i>kiri</i></p> <p>right = <i>kanan</i></p> <p>front row = <i>baris depan</i></p> <p>prosthetic = <i>organ gerak buatan</i></p> <p>because of = <i>karena</i></p> <p>next to Lenny is Tono = <i>setelah Lenny adalah Tono</i></p>
<b>Chapter 3. Asking and Giving Information.</b>	
Alur Tujuan Pembelajaran	Peserta didik mampu berbicara tentang jadwal kelas dan mata pelajaran sekolah
Perkiraan Jumlah JP	22 JP
Kata Frasa/Kunci	Berbicara tentang jadwal kelas dan mata pelajaran sekolah
Topik/Konten Inti	<b>My Class Schedule</b> Talking about class schedules and school subjects.

*Alur Dan Tujuan Pembelajaran (ATP) Kurikulum Merdeka*

Penjelasan Singkat	Fokus pembelajaran adalah tentang berbicara tentang jadwal kelas
Glosarium	<p><b>Section 2.c</b></p> <p><i>go ahead</i> = silakan</p> <p><i>anytime</i> = sama-sama</p> <p><b>Section 3.a</b></p> <p><i>keep on track</i> = tetap berada di jalur yang baik</p> <p><i>believe</i> = yakin</p> <p><i>achieve</i> = mencapai</p> <p><i>reminder</i> = pengingat</p> <p><i>study goals</i> = target belajar</p> <p><i>sticky notes</i> = notes/kertas tempel</p> <p><i>time management</i> = pengelolaan waktu</p> <p><i>screen time</i> = waktu yang digunakan untuk menggunakan komputer, menonton TV, atau bermain video games.</p> <p><i>homework</i> = PR</p> <p><i>assignment</i> = tugas</p> <p><i>small steps</i> = langkah kecil</p> <p><i>enough</i> = cukup</p> <p><i>smaller</i> = lebih kecil</p>
<b>Chapter 4. Asking and Giving Direction</b>	
Alur Tujuan Pembelajaran	1. Siswa harus dapat meminta dan memberi petunjuk
Perkiraan Jumlah JP	22 JP
Kata Frasa/Kunci	Berbicara tentang meminta dan memberi petunjuk
Topik/Konten Inti	<p><b>School Buildings</b></p> <p>Asking for and giving directions at school.</p>
Penjelasan Singkat	Fokus pembelajaran adalah tentang meminta dan memberi petunjuk sekolah.

*Alur Dan Tujuan Pembelajaran (ATP) Kurikulum Merdeka*

Glosarium	<p data-bbox="762 344 887 371">Worksheet Link</p>  <p data-bbox="1059 344 1150 371">Audio Link</p> 
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## Appendix 13. Matrix Design

### Matrix Design for Developing Differentiated Assessment Instruments for 7th-Grade Junior High School, 2nd Semester

Grade	Learning Outcomes (CP)	Topics/ Units	Learning Objectives	Learning Activities				Types of Assessment			
				Visual	Aural	Read/Write	Kinesthetic	Visual	Aural	Read/Write	Kinesthetic
VII	Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks	<b>Unit 3: My Class Schedule (Asking and Giving Information About One's Class Schedule)</b>	Melalui material berupa gambar, video, audio, ataupun tulisan yang diberikan oleh guru (Condition), peserta didik mampu mengidentifikasi mata pelajaran beserta hari dan waktu (Behaviour) dengan baik (Degree). C1 – Mengingat.	The teacher asks students to do a worksheet. The students have to write down the name of the school subject based on the pictures.	The teacher asks students to do a worksheet. The students have to fill the class schedule table given based on the audio that the teacher plays.	The teacher asks students to do a worksheet. The students have to fill the class schedule table based on the text provided.	The teacher asks the students to categorize the school subjects, days, and time by cutting the vocabulary provided and paste it in the worksheet given.	Written Assessment	Written Assessment	Written Assessment	Written Assessment

	<p>yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini.</p>		<p>Peserta didik (Audience) mampu mengkategorikan ungkapan <i>asking and giving information about one's class schedule</i> (Behaviour) melalui materi yang diberikan guru (Condition) dengan tepat (Degree). C2 – Memahami.</p>	<p>The teacher asks students to read a short comic about asking and giving information about class schedule, then categorize the expression of asking and giving information based on the conversation in the comic.</p>	<p>The teacher asks students to do a worksheet. The students have to listen to the short conversation about asking and giving information about class schedule, then fill in the blank in the worksheet based on the audio. After that, the teacher asks</p>	<p>The teacher asks students to do a worksheet. The students have to read a long conversation of asking and giving information about class schedule in the worksheet, the categorize the expression of asking and giving information based on the conversatio</p>	<p>The teacher asks students to categorize the expression of asking and giving information about class schedule by sticking papers that contain the expressions, in the column on the whiteboard.</p>	<p>Written Assessment</p>	<p>Written and Oral Assessment</p>	<p>Written Assessment</p>	<p>Written Assessment</p>
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	<p>Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika</p>		<p>Melalui metode pembelajaran Problem-Based Learning (PBL), Project-Based Learning (PjBL), atau Discovery Learning (DL) (Condition), peserta didik (Audience) mampu menerapkan ungkapan <i>asking and giving information about one's class schedule</i> (Behavior)</p>	<p><b>Learning Method: PjBL</b> The teacher asks students to create short comic, in a group, that contains the expression of asking and giving information about class schedule based on</p>	<p><b>Learning Method: PBL</b> The teacher asks students to make conversation in a pair using the expression of asking and giving information about class schedule based on the situation given. Then, the students have to</p>	<p>n in the worksheet provided.</p> <p><b>Learning Method: PBL</b> The teacher asks students to make dialogue or conversation in a pair using the expression of asking and giving information about class schedule based on the theme given. The students</p>	<p><b>Learning Method: PjBL</b> The teacher asks students to make conversation video, in a pair, using the expression of asking and giving information about class schedule based on the theme they get.</p>	<p>- Product Assessment - Self-Assessment</p>	<p>- Performance Assessment (Speaking) - Self-Assessment</p>	<p>- Performance Assessment (Writing) - Self-Assessment</p>	<p>- Product Assessment - Performance Assessment (Speaking) - Self-Assessment</p>
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	<p>memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan</p>		<p>dengan baik (Degree). C3 – Menerapkan</p>	<p>the theme they get.</p>	<p>perform their conversation.</p>	<p>have to write down the conversation on their book.</p>					
		<p><b>Unit 4: School Buildings (Asking and Giving Direction About School Building)</b></p>	<p>Melalui informasi mengenai expression of asking and giving direction about school building (dapat berupa video, gambar, audio, ataupun tulisan) yang disediakan oleh guru (condition), peserta didik (audience) mampu mengidentifikasi kosa kata dalam konteks (behavior)</p>	<p>- The teacher asks the students to watch a video of school buildings and identify the vocabulary related to the context</p>	<p>The teacher asks students to do a worksheet. First, students have to listen to the audio played and tick the pictures of facilities/rooms that they hear from the audio. Second, the</p>	<p>The teacher asks students to read a long conversation and then answer the questions given based on the conversation.</p>	<p>The teacher gives the students worksheet of lists of school facilities/rooms. Then, the teacher invites the students to walk around the school and do an observation and identification. The students have to tick</p>	<p>Written Assessment</p>	<p>Written Assessment</p>	<p>Written Assessment</p>	<p>Written and Oral Assessment</p>

<p>visual dalam Bahasa Inggris.</p> <p>English:</p> <p>At the end of phase D, students use spoken, written and visual texts in English to interact and communicate in more diverse contexts and in formal and</p>		<p>dengan baik (degree). C1 – Mengingat.</p>	<p>in the video.</p> <p>- The teacher asks the student s to do two worksh eets. First, the student s have to write down the names of the school buildin gs based on the picture s.</p>	<p>students have to match the sentences with the preposition of place based on the same audio.</p>	<p>the name of the school facilities that they find in their school and identify the position of each room using preposition of place and then answer the questions given by the teacher orally about the position of the room.</p>				
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<p>informal situations, various types of texts such as narratives, descriptions, procedures, special texts (short messages, advertisements) and original texts are the main references in learning English in this phase. Students use English to discuss</p>			<p>Second, the students have to answer questions using preposition of place based on the school map in the worksheet.</p>							
		<p>Peserta didik (Audience) mampu menggunakan ungkapan <i>asking and giving direction about</i></p>	<p>The teacher asks students to do a worksheet. The</p>	<p>The teacher asks each student to listen to one audio of giving direction</p>	<p>The teacher asks students to make a short and simple conversation in a pair</p>	<p>- The teacher put some school facilities/rooms pictures in</p>	<p>Written Assessment</p>	<p>Oral Assessment</p>	<p>Written Assessment</p>	<p>Oral Assessment</p>

	<p>and convey desires/feelings. Their understanding of written texts continues to develop and inference skills begin to appear when understanding implicit information. They produce written and visual texts in</p>		<p><i>School Building</i> (Behavior) melalui materi yang diberikan oleh guru (Condition) yang tepat dalam situasi tertentu (Degree). C3-Menerapkan.</p>	<p>students have to answer the questions in the worksheet using the expression of giving direction based on the school map.</p>	<p>about school building, and then asks them to repeat the audio they hear while showing the route mention by pointing out the route in the map in front of the class.</p>	<p>about asking and giving direction based on the map given. They have to write down the conversation on their books.</p>	<p>several places in the classroom (tables, chairs, etc.). - Then, the teacher asks the students to do a conversation using the expression of asking and giving direction based on the pictures that have been spread</p>				
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	<p>structured English with a more diverse vocabulary. They understand the purpose and audience when producing written and visual texts in English.</p>		<p>Melalui metode pembelajaran Problem Based Learning atau Project Based Learning atau Discovery Learning (Condition), peserta didik (Audience)</p>	<p><b>Learning Method: PjBL</b> The teacher asks students to create a school map based on their own</p>	<p><b>Learning Method: PjBL</b> The teacher asks the students to make School Tour Guide Audio in a group according to</p>	<p><b>Learning Method: PjBL</b> The teacher asks the students to make School Guidance Book that contain guidance or</p>	<p>throughout the classroom in pair. - The students have to walk following the directions given by their partners.</p> <p><b>Learning Method: PjBL</b> The teacher asks students to make School Tour Guide Video about their own school in a</p>	<p>- Product Assessment - Performance Assessment (Speaking)</p>	<p>- Product Assessment - Performance Assessment (Speaking)</p>	<p>- Product Assessment - Performance Assessment (Speaking)</p>	<p>- Product Assessment - Performance Assessment (Speaking)</p>
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			<p>mampu membuat dan menyajikan informasi menggunakan berbagai mode presentasi (presentation) mengenai asking and giving direction about school building (Behaviour) dengan tepat (Degree). P2 – Manipulasi, B2 – Reorganisation, C6-Kreasi.</p>	<p>school in a group. Then, they have to present the map in front of the class.</p>	<p>their own school. Then, they have to present their audio in front of the class.</p>	<p>direction to several places in their own school in a group. Then, they have to present the book in front of the class.</p>	<p>group. Then, they have to present the video in front of the class.</p>	<ul style="list-style-type: none"> <li>- Self-Assesment</li> <li>- Peer Assesment</li> </ul>	<ul style="list-style-type: none"> <li>- Self-Assesment</li> <li>- Peer Assesment</li> </ul>	<ul style="list-style-type: none"> <li>- Self-Assesment</li> <li>- Peer Assesment</li> </ul>	<ul style="list-style-type: none"> <li>- Self-Assesment</li> <li>- Peer Assesment</li> </ul>
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## Appendix 14. Differentiated Assessment Instrument (Final Product)

Please click the link or scan the QR Code to open the developed product.

- The Link

<https://go.undiksha.ac.id/Differentiated-Assessment-Book>

- The QR Code



## Appendix 15. Expert Judgment Sheet

### Expert Judgements Evaluation Sheet for Differentiated Assessment Instruments in Emancipated Curriculum for 7<sup>th</sup>-Grade Students of Junior High School Based on Problem-Based Learning, Project-Based Learning, and Discovery Learning

Target : Junior High School

Title : EMANCIPATING THE STUDENTS: THE  
DEVELOPMENT OF DIFFERENTIATED ASSESSMENT INSTRUMENTS  
FOR 7TH-GRADE STUDENTS OF JUNIOR HIGH SCHOOL

Researcher : Ni Komang Ari Yunita Dewi

Evaluator : Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.

Occupation/Position : Lecturer (1<sup>st</sup> Validator)

Grade : 7<sup>th</sup> Grade

#### Description:

This evaluation sheet is designed to assess the quality of differentiated English assessment based on the emancipated curriculum for 7<sup>th</sup> grade students of Junior High School, and based on Problem-Based Learning, Project-Based Learning, and Discovery Learning. This English learning assessment aims to help teachers address student diversity and can be implemented in the classroom. Therefore, your willingness to assess and judge the English learning assessment is highly appreciated.

#### Instructions:

1. This evaluation sheet has to be filled out by the educational experts.
2. There are 5 (five) levels or scores that can be chosen.
3. Put a check mark (✓) in the column based on your opinion.
4. The criteria of level of score in the rating scale column below.

Score
-------

Very Good	Good	Average	Below Average	Poor
5	4	3	2	1

Dimension	Num	Question	Score				
			5	4	3	2	1
Concept of Assessment (Assessment of Learning, Assessment for Learning, Assessment as Learning)	1	Instrumen penilaian dapat membantu gurudalam proses pembelajaran	✓				
	2	Instrumen penilaian dapat membantu guruuntuk membuat dasar perencanaan proses pembelajaran	✓				
	3	Instrumen penilaian dapat membantu guruuntuk mempersiapkan pendekatan siswa yang bervariasi dalam proses pembelajaran.	✓				
	4	Instrumen penilaian dapat memberikan umpanbalik yang bermakna kepada siswa.	✓				
Elements of assessment instrument (The needs of students, targetof learning, objectives of learning, learning method, distribution of student's	5	Ruang lingkup instrumen penilaian disesuaikan dengan kurikulum merdeka. (Capaian belajar, tujuan penilaian, topik, sintaksis, metode pembelajaran, terdiferensiasi, dan jenis penilaian)	✓				
	6	Instrumen penilaian sesuai dengan kebutuhansiswa dan berdasarkan gaya belajar siswa.	✓				
	7	Pola pencapaian yang ditentukan dalam instrumen penilaian dijelaskan dengan jelas.	✓				
	8	Penerapan keragaman gaya belajar siswa disesuaikan dengan kebutuhan siswa.	✓				

learning style, student's learning activity, and organization of content)	9	Metode pembelajaran yang digunakan instrumen penilaian disesuaikan dengan Kurikulum Merdeka ( <i>Problem-based Learning, Project-based Learning, dan Discovery Learning</i> )	✓				
	10.	Kegiatan pembelajaran relevan dengan kehidupan sehari-hari siswa.	✓				
	11.	Kegiatan pembelajaran relevan dengan tujuan pembelajaran.	✓				
	12.	Langkah-langkah disajikan secara sistematis agar guru lebih mudah memahaminya.	✓				
Language Elements (Vocabulary, word choice, sentence structure, and writing skills (clarity, Structure, Consistency, Visual Elements, Cultural Sensitivity, Language Level)	13.	Kalimat/frasa/klausa dalam instrumen penilaian selaras dengan kelas, topik, subtopik, tujuan, dan kegiatan pembelajaran.	✓				
	14.	Konten dalam instrumen penilaian disampaikan secara singkat dan langsung pada pokok persoalan.	✓				
	15.	Jenis-jenis instrumen penilaian diuraikan dengan baik dan jelas.	✓				
	16.	Kegiatan dalam instrumen penilaian diuraikan dengan menggunakan bahasa yang jelas.	✓				
	17.	Rubrik penilaian mudah dipahami dan digunakan oleh para guru.	✓				
	18.	Jenis instrumen penilaian diuraikan dengan baik dan jelas.	✓				

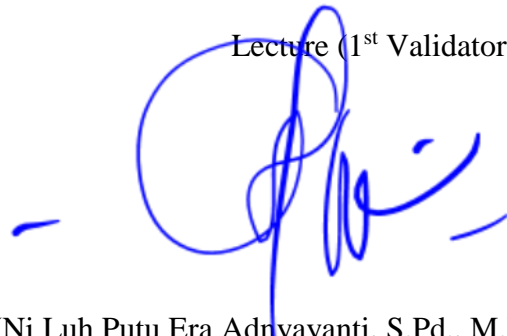


	19.	Penjelasan tujuan pembelajaran dibuat secararingkas dan tepat sasaran.	✓				
Presentation of Elements (PreAssessment, Learning Objectives, Content Process, Product, Environment, Assessment, Feedback, Reflection)	20.	Instrumen penilaian yang digunakan dalam melaksanakan kegiatan tersebut menarik dan secara tidak langsung dapat merangsang proses pembelajaran.	✓				
	21.	Petunjuk penilaian mudah dimengerti dan jelas.	✓				
	22.	Instrumen penilaian mendorong perolehan dan penerapan informasi.	✓				
	23.	Instrumen penilaian relevan dengan topik dan kehidupan nyata pembelajar muda.	✓				
	24.	Instrumen penilaian yang digunakan sesuai dengan tingkat kognitif siswa.	✓				
	25.	Kegiatan dari topik tersebut sangat berharga dan bermanfaat bagi siswa.	✓				
	26.	Instrumen penilaian yang digunakan terdapat berbagai jenis penilaian yang dapat meningkatkan kinerja siswa.	✓				
	27.	Proses penilaian dalam instrumen dirancang untuk menilai hasil kinerja siswa.	✓				
	28.	Penggunaan font dan ukuran font sudah sesuai.	✓				
	29.	Penggunaan spasi, tata letak dan format pada penilaian sudah disesuaikan.	✓				
	30.	Instrumen penilaian sudah selaras dengan tujuan penilaian.	✓				

	31.	Bagian penting ditandai dengan huruf tebal.	✓				
	32.	Proses penilaian dalam instrumen penilaian dirancang untuk menilai penilaian diri siswa.	✓				
	33.	Proses penilaian dalam instrumen penilaian dirancang untuk menilai penampilan siswa.	✓				
	34.	Proses penilaian dalam instrumen penilaian dirancang untuk menilai hasil kinerja siswa.	✓				
Elements of Subject Matter (Content distribution, quality Enhancement, coherence, objective presentation, value addition, innovative integration, Recency)	35.	Distribusi konten dalam instrumen penilaian jelas dan terorganisir dengan baik.	✓				
	36.	Penjabaran jenis-jenis penilaian di dalam instrumen penilaian terintegrasi dengan baik (penilaian kinerja, observasi, diri sendiri, teman sejawat).	✓				
	37.	Konten tersebut secara signifikan meningkatkan kualitas instrumen penilaian.	✓				
	38.	Elemen-elemen dalam instrument penilaian terintegrasi dengan baik.	✓				
	39.	Instrumen penilaian dikembangkan dengan inovasi dan informasi terkini.	✓				
	40.	Instrumen penilaian menjaga objektivitas dan menghindari bias.	✓				

Singaraja, 12 Juni 2024

Lecture (1<sup>st</sup> Validator)



(Ni Luh Putu Era Adnyayanti, S.Pd., M.Pd.)  
NIP. 198904082023212043



## Expert Judgements

### Evaluation Sheet for Differentiated Assessment Instruments in Emancipated Curriculum for 7th-Grade Students of Junior High School Based on Problem-Based Learning, Project-Based Learning, and Discovery Learning

Target : Junior High School  
Title : EMANCIPATING THE STUDENTS: THE DEVELOPMENT OF DIFFERENTIATED ASSESSMENT INSTRUMENTS FOR 7TH-GRADE STUDENTS OF JUNIOR HIGH SCHOOL  
Researcher : Ni Komang Ari Yunita Dewi  
Evaluator : Luh Putu Dian Kresnawati, S.Pd., M.Pd.  
Occupation/Position : Lecturer (2<sup>nd</sup> Validator)  
Grade : 7<sup>th</sup> Grade

#### Description:

This evaluation sheet is designed to assess the quality of differentiated English assessment based on the emancipated curriculum for 7<sup>th</sup> grade students of Junior High School, and based on Problem-Based Learning, Project-Based Learning, and Discovery Learning. This English learning assessment aims to help teachers address student diversity and can be implemented in the classroom. Therefore, your willingness to assess and judge the English learning assessment is highly appreciated.

#### Instructions:

1. This evaluation sheet has to be filled out by the educational experts.
2. There are 5 (five) levels or scores that can be chosen.
3. Put a check mark (✓) in the column based on your opinion.
4. The criteria of level of score in the rating scale column below.

Score

Very Good	Good	Average	Below Average	Poor
5	4	3	2	1

Dimension	Num.	Question	Score				
			5	4	3	2	1
Concept of Assessment (Assessment of Learning, Assessment for Learning, Assessment as Learning)	1	Instrumen penilaian dapat membantu guru dalam proses pembelajaran	√				
	2	Instrumen penilaian dapat membantu guru untuk membuat dasar perencanaan proses pembelajaran	√				
	3	Instrumen penilaian dapat membantu guru untuk mempersiapkan pendekatan siswa yang bervariasi dalam proses pembelajaran.	√				
	4	Instrumen penilaian dapat memberikan umpan balik yang bermakna kepada siswa.	√				
Elements of assessment instrument (The needs of students, target of learning, objectives of learning, learning)	5	Ruang lingkup instrumen penilaian disesuaikan dengan kurikulum merdeka. (Capaian belajar, tujuan penilaian, topik, sintaksis, metode pembelajaran, terdiferensiasi, dan jenis penilaian)	√				
	6	Instrumen penilaian sesuai dengan kebutuhan siswa dan berdasarkan gaya belajar siswa.	√				

method, distribution of student's learning style, student's learning activity, and organization of content)	7	Pola pencapaian yang ditentukan dalam instrumen penilaian dijelaskan dengan jelas.	√				
	8	Penerapan keragaman gaya belajar siswa disesuaikan dengan kebutuhan siswa.	√				
	9	Metode pembelajaran yang digunakan instrumen penilaian disesuaikan dengan Kurikulum Merdeka ( <i>Problem-based Learning, Project-based Learning, dan Discovery Learning</i> )	√				
	10	Kegiatan pembelajaran relevan dengan kehidupan sehari-hari siswa.	√				
	11	Kegiatan pembelajaran relevan dengan tujuan pembelajaran.	√				
	12	Langkah-langkah disajikan secara sistematis agar guru lebih mudah memahaminya.	√				
Language Elements (Vocabulary, word choice, sentence structure, and writing skills (clarity, Structure,	13	Kalimat/frasa/klausa dalam instrumen penilaian selaras dengan kelas, topik, subtopik, tujuan, dan kegiatan pembelajaran.	√				
	14	Konten dalam instrumen penilaian disampaikan secara singkat dan langsung pada pokok persoalan.	√				

Consistency, Visual Elements, Cultural Sensitivity, Language Level)	15	Jenis-jenis instrumen penilaian diuraikan dengan baik dan jelas.	√				
	16	Kegiatan dalam instrumen penilaian diuraikan dengan menggunakan bahasa yang jelas.	√				
	17	Rubrik penilaian mudah dipahami dan digunakan oleh para guru.	√				
	18	Jenis instrumen penilaian diuraikan dengan baik dan jelas.	√				
	19	Penjelasan tujuan pembelajaran dibuat secara ringkas dan tepat sasaran.	√				
Presentation of Elements (PreAssessm ent, Learning Objectives, Content, Process, Product, Environment , Assessment, Feedback, Reflection)	20	Instrumen penilaian yang digunakan dalam melaksanakan kegiatan tersebut menarik dan secara tidak langsung dapat merangsang proses pembelajaran.		√			
	21	Petunjuk penilaian mudah dimengerti dan jelas.	√				
	22.	Instrumen penilaian mendorong perolehan dan penerapan informasi.		√			
	23.	Instrumen penilaian relevan dengan topik dan kehidupan nyata pembelajar muda.	√				

	24.	Instrumen penilaian yang digunakan sesuai dengan tingkat kognitif siswa.	√				
	25.	Kegiatan dari topik tersebut sangat berharga dan bermanfaat bagi siswa.	√				
	26.	Instrumen penilaian yang digunakan terdapat berbagai jenis penilaian yang dapat meningkatkan kinerja siswa.	√				
	27.	Proses penilaian dalam instrumen dirancang untuk menilai hasil kinerja siswa.	√				
	28.	Penggunaan font dan ukuran font sudah sesuai.	√				
	29.	Penggunaan spasi, tata letak dan format pada penilaian sudah disesuaikan.	√				
	30.	Instrumen penilaian sudah selaras dengan tujuan penilaian.	√				
	31.	Bagian penting ditandai dengan huruf tebal.	√				
	32.	Proses penilaian dalam instrumen penilaian dirancang untuk menilai penilaian diri siswa.	√				
	33.	Proses penilaian dalam instrumen penilaian dirancang untuk menilai penampilan siswa.	√				
	34.	Proses penilaian dalam instrumen penilaian dirancang untuk menilai hasil kinerja siswa.	√				



Elements of Subject Matter (Content distribution, quality Enhancement, coherence, objective presentation, value addition, innovative integration, Recency)	35.	Distribusi konten dalam instrumen penilaian jelas dan terorganisir dengan baik.	√				
	36.	Penjabaran jenis-jenis penilaian di dalam instrumen penilaian terintegrasi dengan baik (penilaian kinerja, observasi, diri sendiri, teman sejawat).	√				
	37.	Konten tersebut secara signifikan meningkatkan kualitas instrumen penilaian.	√				
	38.	Elemen-elemen dalam instrument penilaian terintegrasi dengan baik.	√				
	39.	Instrumen penilaian dikembangkan dengan inovasi dan informasi terkini.	√				
	40.	Instrumen penilaian menjaga objektivitas dan menghindari bias.	√				

Singaraja, 13 Juni 2024

Lecture (2<sup>nd</sup> Validator)



(Luh Putu Dian Kresnawati, S.Pd., M.P)

## Expert Judgements

### Evaluation Sheet for Differentiated Assessment Instruments in Emancipated Curriculum for 7<sup>th</sup> Grade Students of Junior High School Based on Problem-Based Learning, Project-Based Learning, and Discovery Learning

Target : Junior High School

Title : EMANCIPATING THE STUDENTS: THE DEVELOPMENT OF DIFFERENTIATED ASSESSMENT INSTRUMENTS FOR 7TH-GRADE STUDENTS OF JUNIOR HIGH SCHOOL

Researcher : Ni Komang Ari Yunita Dewi

Evaluator : Komang Sri Wahyuni, S.Pd.

Occupation/Position : 1st User

Grade : 7<sup>th</sup> Grade

#### Description:

This evaluation sheet is designed to assess the quality of differentiated English assessment based on the emancipated curriculum for 7<sup>th</sup> grade students of Junior High School, and based on Problem-Based Learning, Project-Based Learning, and Discovery Learning. This English learning assessment aims to help teachers address student diversity and can be implemented in the classroom. Therefore, your willingness to assess and judge the English learning assessment is highly appreciated.

#### Instructions:

1. This evaluation sheet has to be filled out by the educational experts.
2. There are 5 (five) levels or scores that can be chosen.
3. Put a check mark (✓) in the column based on your opinion.
4. The criteria of level of score in the rating scale column below.

Score				
Very Good	Good	Average	Below Average	Poor
5	4	3	2	1

Dimension	Num.	Question	Score				
			5	4	3	2	1
Concept of Assessment (Assessment of Learning, Assessment for Learning, Assessment as Learning)	1.	Instrumen penilaian dapat membantu guru dalam proses pembelajaran	✓				
	2.	Instrumen penilaian dapat membantu guru untuk membuat dasar perencanaan proses pembelajaran	✓				
	3.	Instrumen penilaian dapat membantu guru untuk mempersiapkan pendekatan siswa yang bervariasi dalam proses pembelajaran.		✓			
	4.	Instrumen penilaian dapat memberikan umpan balik yang bermakna kepada siswa.	✓				
Elements of assessment instrument (The needs of students, target of learning, objectives of learning, learning method, distribution of student's learning style, student's learning activity, and	5.	Ruang lingkup instrumen penilaian disesuaikan dengan kurikulum merdeka. (Capaian belajar, tujuan penilaian, topik, sintaksis, metode pembelajaran, terdiferensiasi, dan jenis penilaian)	✓				
	6.	Instrumen penilaian sesuai dengan kebutuhan siswa dan berdasarkan gaya belajar siswa.	✓				
	7.	Pola pencapaian yang ditentukan dalam instrumen penilaian dijelaskan dengan jelas.		✓			
	8.	Penerapan keragaman gaya belajar siswa disesuaikan dengan kebutuhan siswa.	✓				
	9.	Metode pembelajaran yang digunakan instrumen penilaian disesuaikan dengan Kurikulum Merdeka ( <i>Problem-based Learning, Project-based Learning, dan Discovery Learning</i> )	✓				

organization of content)	10.	Kegiatan pembelajaran relevan dengan kehidupan sehari-hari siswa.		✓				
	11.	Kegiatan pembelajaran relevan dengan tujuan pembelajaran.	✓					
	12.	Langkah-langkah disajikan secara sistematis agar guru lebih mudah memahaminya.	✓					
Language Elements (Vocabulary, word choice, sentence structure, and writing skills (clarity, Structure, Consistency, Visual Elements, Cultural Sensitivity, Language Level)	13.	Kalimat/frasa/klausa dalam instrumen penilaian selaras dengan kelas, topik, subtopik, tujuan, dan kegiatan pembelajaran.	✓					
	14.	Konten dalam instrumen penilaian disampaikan secara singkat dan langsung pada pokok persoalan.		✓				
	15.	Jenis-jenis instrumen penilaian diuraikan dengan baik dan jelas.		✓				
	16.	Kegiatan dalam instrumen penilaian diuraikan dengan menggunakan bahasa yang jelas.	✓					
	17.	Rubrik penilaian mudah dipahami dan digunakan oleh para guru.	✓					
	18.	Jenis instrumen penilaian diuraikan dengan baik dan jelas.		✓				
	19.	Penjelasan tujuan pembelajaran dibuat secara ringkas dan tepat sasaran.		✓				
Presentation of	20.	Instrumen penilaian yang digunakan dalam melaksanakan kegiatan tersebut menarik dan secara tidak langsung dapat merangsang proses pembelajaran.	✓					

Elements (PreAssessment, Learning Objectives, Content Process, Product, Environment, Assessment, Feedback, Reflection)	21.	Petunjuk penilaian mudah dimengerti dan jelas.	✓					
	22.	Instrumen penilaian mendorong perolehan dan penerapan informasi.		✓				
	23.	Instrumen penilaian relevan dengan topik dan kehidupan nyata pembelajar muda.	✓					
	24.	Instrumen penilaian yang digunakan sesuai dengan tingkat kognitif siswa.	✓					
	25.	Kegiatan dari topik tersebut sangat berharga dan bermanfaat bagi siswa.		✓				
	26.	Instrumen penilaian yang digunakan terdapat berbagai jenis penilaian yang dapat meningkatkan kinerja siswa.	✓					
	27.	Proses penilaian dalam instrumen dirancang untuk menilai hasil kinerja siswa.		✓				
	28.	Penggunaan font dan ukuran font sudah sesuai.		✓				
	29.	Penggunaan spasi, tata letak dan format pada penilaian sudah disesuaikan.	✓					
	30.	Instrumen penilaian sudah selaras dengan tujuan penilaian.	✓					
	31.	Bagian penting ditandai dengan huruf tebal.	✓					
	32.	Proses penilaian dalam instrumen penilaian dirancang untuk menilai penilaian diri siswa.		✓				
	33.	Proses penilaian dalam instrumen penilaian dirancang untuk menilai penampilan siswa.		✓				
	34.	Proses penilaian dalam instrumen penilaian dirancang untuk menilai hasil kinerja siswa.	✓					

Elements of Subject Matter (Content distribution, quality Enhancement, coherence, objective presentation, value addition, innovative integration, Recency)	35.	Distribusi konten dalam instrumen penilaian jelas dan terorganisir dengan baik.	✓				
	36.	Penjabaran jenis-jenis penilaian di dalam instrumen penilaian terintegrasi dengan baik (penilaian kinerja, observasi, diri sendiri, teman sejawat).	✓				
	37.	Konten tersebut secara signifikan meningkatkan kualitas instrumen penilaian.	✓				
	38.	Elemen-elemen dalam instrumen penilaian terintegrasi dengan baik.		✓			
	39.	Instrumen penilaian dikembangkan dengan inovasi dan informasi terkini.	✓				
	40.	Instrumen penilaian menjaga objektivitas dan menghindari bias.	✓				

Feedback / Comment : Book of Assessment yang dibuat sudah baik, kombinasi warna dan ~~meta~~ assessment sangat menarik.

Singaraja, 11 Juni 2024

Teacher



(Komang Sri Wahyuni, S.Pd.)

## Appendix 16. Documentation

### A. Preliminary Observation

#### - Classroom Observation



#### - Interview with Teacher



#### - Interview with Students



### B. Data Collection for Need Analysis

#### - Interview with Teacher



- Student Questionnaire



C. User (Teacher) Judgment





## Appendix 17. Curriculum Vitae

### CURRICULUM VITAE



Ni Komang Ari Yunita Dewi was born in Karangasem, June 2 2001. Currently 23 years old. The author was born to husband and wife Mr. I Wayan Merajan and Mrs. Ni Wayan Kerti. The author is Indonesian and Hindu. The author's address is Jalan Untung Surapati Amlapura, Karangasem, Bali.

The author started her first education at TK Jaya Kumara in 2006. She continued her studies at SDN 2 Budakeling in 2007. Graduating from elementary school in 2013, she entered the junior high school stage. She studied at SMPN 2 Amlapura. She graduated from junior high school in 2016. Then, she continued her studies at SMAN 2 Amlapura. She majored in Mathematics and Natural Sciences in high school. She graduated from senior high school in 2019. In 2020, she decided to enter Ganesha University of Education. She majored in foreign languages, specifically the English Language Education study program. She is in class E which is also known as E-dan Class. She completed her bachelor's program in 2024 with a thesis entitled **“Emancipating the Students: The Development of Differentiated Assessment Instruments for 7th-Grade Students of Junior High School”**.